



## SECOND READING

### *The Lion and the Mouse*

# Focus: Describe Character

[RL3.1, RL3.2, RL3.3]

## Character Traits

Explain that students will reread “The Lion and the Mouse” to understand how the lion changes from the beginning of the fable to the end.

- Have students reread the first four pages of “The Lion and the Mouse.” Prompt them to look for words and phrases that reveal what the lion is like.
- Discuss what the lion is like at the beginning of the fable. Ask: *What words and actions help you understand the lion’s character traits?*
- Display the first four pages on your Smart Board. Have volunteers underline the places in the text that support their answers.
- Have students reread the last two pages, looking for words and phrases that reveal what the lion is like at the end of the fable.
- Prompt students to share their ideas with a partner. Encourage them to use words from the Vocabulary Bank in their discussion. Circulate as pairs collaborate. After a few minutes, you can expand the discussion by having all the pairs compare their ideas.
- Display the last two pages of the fable on your Smart Board. Have volunteers circle the places in the text that support their answers.
- When finished, have students fill in their “Lion’s Character Traits” T-Chart. In the left-hand column have them list the lion’s character traits at the beginning of the story. In the right-hand column have them list the lion’s character traits at the end. Students may work individually or with a partner.
- Remind students to save their T-Charts for use in the QuickWrite.
- Discuss what caused the lion to change. As students present their ideas, have them cite at least two pieces of text evidence to support their answers.

## English Language Development

Use sentence frames to help students discuss the lion’s character traits.

At first, the lion was \_\_\_\_\_ .

He thought the mouse \_\_\_\_\_ .

At the end, the lion was \_\_\_\_\_ .

The lion changed because \_\_\_\_\_ .